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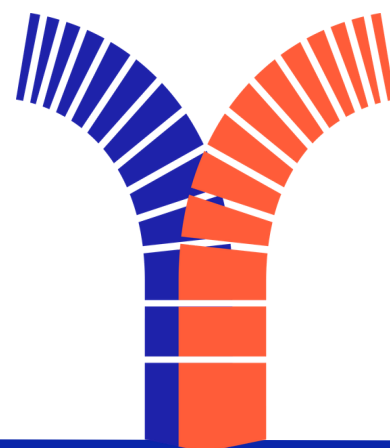


Enrichment and Personal Development for Every Child St Breock Primary School

Brief Summary for School Leaders



Move Well.



This resource has been designed based on the Well Schools Move Well pillar.

The school's approach

At St Breock, enrichment is not treated as an optional extra. It forms part of the school's wider approach to personal development and is rooted in its values, its pupils and its community.

PE, school sport and physical activity (PESSPA) provide a central thread. The school aims to help pupils become physically, socially, emotionally and academically ready to flourish, while giving every child meaningful opportunities beyond the classroom.

Why this matters

Leaders wanted to respond to the pressures pupils face in a changing society and ensure that children's wider development was not left to chance. Their ambition was to create a school culture in which participation, movement and personal development were viewed as an entitlement for every pupil.

The approach grew from the school's 2012 Olympic legacy work and evolved into a broader, values-led model. Rather than adding disconnected clubs and activities, leaders sought to connect enrichment with curriculum intent, relationships, wellbeing, inclusion and preparation for life.

What the school has done

Created a clear entitlement:

The school offers a broad programme through its 'Sport for All' approach. Pupils experience PE from Nursery to Year 6, swimming, EYFS Games and opportunities to represent the school. The aim is for every child to see daily movement and participation as part of school life.

Connected enrichment and personal development:

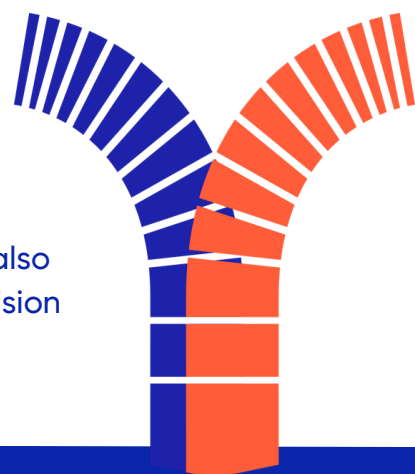
A whole-school personal development curriculum explicitly teaches four domains. Enrichment is used to help pupils apply and develop wider attributes, not simply to fill time outside lessons.

Used the timetable deliberately:

Friday afternoons have become an important part of the model. Leaders have made careful decisions about staffing and timetabling so that enrichment is protected and manageable rather than dependent on goodwill alone.

Built from people and existing strengths:

Staff interests and expertise are used wherever possible. The school also works with parents, governors and its wider community, sharing the vision and building understanding of the benefits for pupils.





Made context-led investment decisions:

Funding is used according to the needs of the school and its pupils. Leaders describe being willing to make bold choices where these strengthen access, breadth and long-term impact.

Listened and adapted:

Staff and pupil feedback help the offer evolve. Leaders hold firm to a small number of non-negotiables while remaining open to changing activities, staffing and delivery as needs and strengths change.

The difference it has made

St Breock reports that the approach has strengthened the place of PESSPA and personal development within the school's culture. The school describes benefits including:

- high levels of pupil participation and representation
- stronger confidence, belonging and emotional development
- positive relationships between pupils, staff, families and the community
- very low suspensions and pupils who are happy at school
- high expectations alongside inclusive opportunities
- a shared belief that movement and enrichment contribute to pupils flourishing.

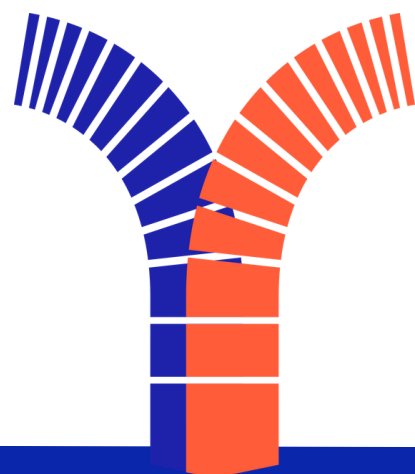
The key message is not that every school should copy St Breock's timetable or activities. It is that enrichment becomes more powerful when it is purposefully designed, accessible to all and clearly connected to the outcomes a school wants for its pupils.

Key learning for school leaders

- Start with your values and the wider development you want for pupils.
- Treat enrichment as an entitlement, while paying particular attention to pupils who face barriers to participation.
- Build from the time, people, relationships and activities you already have.
- Protect the offer through deliberate decisions about timetabling, staffing and funding.
- Listen to pupils and staff, and allow the offer to evolve without losing sight of its purpose.

Reflect

How clearly does your enrichment offer contribute to the personal development outcomes you want every pupil to experience?





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